

Fundamentals of Total Quality Leadership

Instructor Guide

**Prepared by:
Naval Leader Training Unit (NLTU)
Coronado, CA and Little Creek, VA**

**Prepared for:
Chief of Navy Education and Training
Pensacola, Florida**

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Letter of Promulgation

Note:

***This Letter of Promulgation
is typically provided by CNET***

Change Record

Number	Description of Change	Entered By	Date

Acknowledgment

This Department of the Navy (DON) Course, Fundamentals of Total Quality Leadership, CIN: P-500-0003A, has undergone a major revision since its last update of November 1992. As part of an ongoing process improvement effort, all of the Total Quality Leadership (TQL) courses have been revised and updated to meet the evolving needs of the DON. The following personnel, members of the course revision team, are recognized for an extraordinary effort and commitment in the research, design, development, and management of this course of instruction:

Ken Hayes - CINCUSNAVEUR
Jim McFarlane - CINCUSNAVEUR
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This course was initially developed by the Navy Personnel Research and Development Center, San Diego, California, as part of the DON's education and training curriculum in Total Quality Leadership. A significant commitment to researching and studying the philosophy of Dr. W. Edwards Deming and its application to the DON went into the development of this course. Recognition is given to the following personnel in the Organizational Systems Department, Management Development Division, for their dedication and efforts:

Daira Paulson - Author
Judy Wasik - Author
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A. Instructor Guide Format

This Instructor Guide contains the main body of information you will need to teach the **Fundamentals of Total Quality Leadership (TQL)** course. The Course Identification Number (CIN) for this five day trainer-the-trainer course is P-500-0003A. There are two Student Guides as part of the five day train-the-trainer. One student guide is for a three (3) day “Fundamentals of TQL” end-user course and the other student guide is for a one (1) day “Introduction to TQL” end-user course. Organizations have an option depending upon their own training and education plan. This Instructor Guide is the master reference source to teach both end-user courses.

Safety/Hazardous Awareness Notice

During the instruction of this course there are no safety/hazardous teaching situations. All instruction is within a normal classroom environment.

Security Awareness Notice

This course is unclassified and does not contain any classified material.

Instructor Information

In front of each module are several pages of instructor information. These instructor information pages describe details about the particular lesson and contain the following information: Lesson Outline, Lesson Objectives, Length of Instruction, Method of Instruction, Media Required, Videotapes, Exercises, and Additional Readings.

Lesson Presentation

Most of this guide consists of instructional content: the overview, five modules, and a summary. These instructional content sections contain viewgraphs and text.

Each viewgraph appears at the top of a page. Above each viewgraph is a large printed viewgraph identification number (for example, **Module 1, Viewgraph 6**). Overhead transparencies are numbered the same way, so you can identify them easily. The viewgraphs contain the main teaching points of the course.

Information on each viewgraph is repeated in bold text that follows the viewgraph. These headings or bullets from the viewgraphs are followed by a suggested script that provides more detail and supporting information about each teaching point. Since each group of students will be unique, you will want to tailor the scripts to those students. However, you should teach as much of the content contained in this instructor guide as possible. These scripts contain essential information about the objectives (the key concepts) the students need to learn.


A. Instructor Guide Format (continued)


Viewgraphs

The viewgraphs are done in Microsoft PowerPoint 4.0. The viewgraphs can be printed in black or white, in color, or can be used for an electronic presentation using a computer and a video projector or LCD panel. The use of electronic presentations is encouraged as the presenter can take full advantage of the software such as; various slide transitions, sound clips, animation, and video integration. The quality of the presentation is greatly enhanced and gives the instructor/facilitator a wider range of presentation capabilities.

Instructor Aids

There are various types of boxed instructor aids that appear in the text. This boxed material does not appear in the student guides. The student guides contain all text that is not boxed or on the instructor information pages. The following icons indicate the instructor aids:

 **Discussion Questions** appear throughout the Instructor Guide and are indicated in **bold**. Use of these questions is optional, depending on factors such as time available, interest of the students, and their level of understanding of course content. Try to introduce as much discussion as you can. Discussion encourages students to practice the new information they are learning and helps students to become more involved in the learning process. They also benefit from hearing the experiences of other people in the course. Students can try to answer the questions for themselves, even if the questions are not presented during the formal course. Answers are provided in italics. Answers follow some discussion questions to provide you with samples of some appropriate responses that students might offer. You might want to provide these responses if the students are not able to answer. These "answers" include some of the most likely responses, but they should not be considered all inclusive. Many discussion questions are **not** followed by expected answer. Response to these questions will depend more on the attitudes and experiences of the students than on any particular informational content.

 **Instructor Direction** boxes appear to give you suggested or specific directions to follow. These boxes contain additional information you'll need to facilitate the class more effectively or to bring out a learning point.

A. Instructor Guide Format (continued)

Instructor Aids (continued)

★ **Additional Information/Example** boxes provide background information. These boxes contain information such as sources of quotations, enrichment material for especially quick classes of students, or content that might be useful when responding to potential questions. Some of these boxes clarify or amplify content.

🎥 **Video** boxes provide information to guide the showing of videotapes. They appear with the relevant script or specific directions required. Discussion questions or review questions are included to debrief the video.

🕒 **Exercise** boxes provide information to guide your use of exercises. Materials required, and set-up procedures and other pertinent information is included here. Important exercise debriefing procedures and information are included as well.

✂️ **Handout** boxes provide information to guide your use of handouts. They contain the relevant script to which they refer. Instructor directions alert you to something specific that you **do** at that point in the course.

📖 **Reading** boxes provide information to guide your use of reading assignments during the course and their debrief.

Appendices

Appendices appear at the end of the instructor guide and provide additional course information.

Appendix A - Department of the Navy Total Quality Leadership Glossary

Appendix B - Course References and Suggested Readings

B. Instructional Materials Required

Classroom Equipment and Materials

- Adequate size room to seat 24 people comfortably
- Comfortable chairs
- Instructor table and podium
- Spare instructor table for course materials
- Instructor guide for each instructor
- Student guide for each student
- Transparencies of the viewgraphs
- Overhead projector and screen
- Extra projector bulb and an extension cord, if needed
- Blank transparencies and transparency markers (optional)
- Video Cassette Recorder (VCR)
- One or more television monitors (cabled together)
- Exercise materials (see page xvii of these instructor information pages)
- Videotapes (see page xviii of these instructor information pages)
- (4) chartpacks with pads of paper and felt-tip pens in various colors for each pad
- Tape or thumb tacks for putting newsprint pages on classroom walls
- Pads of "sticky notes"
- Extra pencils and notepaper for the students
- Name tags for students (optional)
- Attendance record forms (if required)

When you set up the overhead projector, be sure to use one of the more complicated viewgraphs (for example, Module 1, Viewgraph 21) to test to see if people can see the small print from the back of the room. If the small print is hard to read, you might move the projector farther from the screen to make the print size more visible.

B. Instructional Materials Required (continued)

Exercise Materials

The Red Bead Exercise

To conduct this exercise in class you will need a Bead Box Experiment Kit. The kit includes red and white beads, one vessel, paddle, recording sheet, and control chart sheet. For information on ordering the kit, refer to "Charting the Course: The Department of the Navy Total Quality Leadership Curriculum Guide. The kit comes in two versions: a "bead box" and a "bead bowl." Order the version that best suits your needs. The "bead bowl" is used with a larger audience (perhaps 30 or more) or when the audience is some distance from the podium.

It is suggested that you make transparencies of the recording sheet and control chart so that you can work with these on the overhead projector. You will also need to obtain another vessel, a transparency pen, a calculator, two note pads, and two pencils, since the kit does not contain these needed items.

As an alternative to conducting the exercise in class, you may show the videotape The Red Bead Experiment and Life. This will save approximately one hour of instruction time but may not provide as powerful a learning experience as actually doing the Red Bead exercise. If you decide to show the videotape instead of conducting the exercise in class, see page xiv for information on the videotape, The Red Bead Experiment and Life.

The Broken Squares Exercise

To conduct this exercise in class you will need a Broken Squares Exercise Kit. The kit includes all the materials required to conduct the exercise. The kit can be ordered through the supply system, stock number 0120-LF-020-6900. For information on ordering the kit, refer to "Charting the Course: The Department of the Navy Total Quality Leadership Curriculum Guide.

B. Instructional Materials Required (continued)

Videotapes

The Prophet of Quality - Part I. [The Deming Library, Introduction]. Crawford-Mason, C. (Producer), & Dobyns, L. (Journalist). (1992). Washington, D.C.: CC-M Productions. (Time: 20 minutes)

TQL Welcome Aboard. Fleet Imaging Command, Pacific (1993). (Time: 26 minutes)

TQL: A Marine Experience. Joint Visual Information Activity (1995). Kudza Productions. (Time: 15 minutes)

Paradigms Principles. Barker, J. (1995). Burnsville, MN: Charthouse Learning Corp. (Time: 37 minutes)

Competition, Cooperation and the Individual. [The Deming Library, Volume XV]. Crawford-Mason, C. (Producer), & Dobyns, L. (Journalist). (1987-1989). Washington, D.C.: CC-M Productions. (Time: 25 minutes)

Continuous Improvement, The Batavia Incident. Ford Communications Network. (1982). Dearborn, MI: Ford Motor Company. (Time: 15 minutes)

The Red Bead Experiment and Life. [The Deming Library, Volume VII]. Crawford-Mason, C. (Producer), & Dobyns, L. (Journalist). (1988). Washington, D.C.: CC-M Productions. (Time: 25 minutes)

Lessons of the Red Bead Experiment. [The Deming Library, Volume VIII]. Crawford-Mason, C. (Producer), & Dobyns, L. (Journalist). (1988). Washington, D.C.: CC-M Productions. (Time: 25 minutes)

Flight Of The Buffalo. Belasco, James A., and Stayer, Ralph C. (1994). CorVision Media. (Time: 30 minutes)

B. Instructional Materials Required (continued)

Additional Readings

The following articles are provided at the end of each of the specific modules as reading assignments:

Module 1

DON Executive Steering Group guidance on Total Quality Leadership (TQL). Secretary of the Navy (1991, June). Washington, D.C.: Department of the Navy.

The Department of the Navy strategic plan for Total Quality Leadership. DON Executive Steering Group (1992, February). Washington, D.C.: Department of the Navy.

How the Deming philosophy transformed the Department of the Navy. Kidder, P.J. and Ryan, B. (1996, Summer). National Productivity Review.

Module 2

Managing the white space. Rummler, G.A., and Brache, A.P. (1991, January). Training, 55-69.

Module 3-3

Understanding variation. Nolan, T.W., and Provost, L.P. (1990, May). Quality Progress, 23 (5), 70-78.

Don't touch that funnel. Boardman, T.J. and Boardman E.C. (1990, December). Quality Progress

Module 3-4

Process improvement: A step-by-step approach to analyzing and improving a process. Moen, R.D., & Nolan, T.W. (1987, September). Quality Progress, 20 (9), 62-68.

C. Instructor Preparation/Presentation

Course Presentation Plan

This course has an overview, five modules, and a summary. All modules consist of lecture with discussion. Some lessons include the presentation of videotapes. Module 3 includes exercises requiring written and verbal responses.

In **Module 3, Lesson 3 (Variation)**, instructors should decide whether to conduct the Red Bead Exercise or to show two videotapes from the Deming Library to illustrate this exercise (Volumes VII and VIII). The videotapes will take less time. But, the enacted exercise, can provide the students with an especially vivid participatory experience that illustrates many TQL concepts. With either method of presentation, the discussions that follow the Red Bead Exercise are central to the course.

There are no student prerequisite readings for this course. But, there are readings associated with many lessons. You may assign these for reading during the class or for homework. If you assign readings during the class or for homework, the class should discuss these assignments in the next class session.

Students should be encouraged to join discussions during lectures and following videotapes. The students will have different entry levels of knowledge and experience with total quality. The instructor should encourage the sharing of knowledge and experience with the class. Students should be encouraged to ask questions about the topic under discussion. The course contains discussion questions specific to each lesson.

Recommended Instructor Preparation

Thorough preparation is essential to the successful delivery of this course. We recommend that you complete the following activities before teaching the course:

- Attend the course as a student at the DON Total Quality Leadership training sites (Coronado, CA or Little Creek, VA).
- Familiarize yourself with the format and content of all instructor materials before class. As you review the instructor guide, make notes that will help you during classroom presentations. Familiarize yourself with any references and resource materials you might need to teach the course. Appendix B provides a detailed list of resources for self study.

C. Instructor Preparation/Presentation (continued)

- Talk to others who have taught or taken this course. Ask their advice and get clarification on anything in the course that is not clear to you. You might keep a list of questions students ask to help future instructors.
- Consider team teaching with someone who has practical experience teaching and implementing TQL.
- Visit one or more DON activities that are practicing TQL to get acquainted with how TQL works at these locations.
- Continue your education by reading as much as possible about TQL.
- Make sure you have all the materials, such as readings, videotapes, and exercise materials needed to make your presentation.

While Instructing/Facilitating

- One major way you can help students learn and remember the course material is to promote and guide discussions of key concepts and learning objectives. To help you cover all the course content while providing these discussion opportunities, monitor your time and progress often.
- When leading discussions, the most important point is to let students talk.
- Don't criticize or judge the students. Their responses might be incorrect or irrelevant, but students must feel free to offer their ideas in the group. When you offer corrective feedback for answers or comments, be sure to aim them at the comment, not the speaker.
- If students raise questions or ideas that you intend to talk about later, you can write them on sticky notes and post them in a specific area as reminders. Remove the notes when you discuss them. Then review any that remain after a lesson or a day's session.
- Use the chartpack of newsprint to record student responses to some discussions. This may help encourage responses, and you can post them on the classroom walls for student review. The easel and pad of newsprint also can be used to record key words and their definitions or key graphic pictures. In this way, students can refer to them during the lectures as learning aids.

D. Course Objectives

Course Mission Statement

To provide the student with a basic understanding of Total Quality Leadership principles and techniques that lead to improving mission performance and readiness.

Course Terminal Objectives

By the end of this course the student will be able to:

- TO #1 - Explain the DON quality approach.
- TO #2 - Describe the quality improvement team structure.
- TO #3 - Describe the System of Profound Knowledge.
- TO #4 - Explain the Fourteen Obligations of Management.
- TO #5 - Identify, construct and apply basic process improvement tools.

Course Enabling Objectives

By the end of this module the student will be able to:

Module 1 - DON Quality Approach

- EO 1-1 Describe contributions of W. Edwards Deming to quality management.
- EO 1-2 Define quality.
- EO 1-3 Describe the different dimensions of quality.
- EO 1-4 Explain how the customer defines the quality of a product or service.
- EO 1-5 Define process.
- EO 1-6 Differentiate between significant and critical processes.
- EO 1-7 Contrast two approaches to quality.
- EO 1-8 Describe the chain reaction for quality improvement.
- EO 1-9 Describe benefits of quality.
- EO 1-10 Explain how the DON defines Total Quality Leadership.

D. Course Learning Objectives (continued)

Course Enabling Objectives (continued)

Module 2 - Quality Improvement Teams

- EO 2-1 Explain the purpose and structure of quality improvement teams.
- EO 2-2 Explain the benefits of the quality improvement team structure.
- EO 2-3 Describe the roles and responsibilities of the Executive Steering Committee (ESC), Quality Management Board (QMB), and Process Action Team (PAT).
- EO 2-4 Describe the roles and responsibilities of the TQL Coordinator, Quality Advisor, Downward Link, Team Leader, Recorder, and Team Member.

Module 3 - System of Profound Knowledge

Module 3-1 Systems

- EO 3-1 Define system.
- EO 3-2 Explain the relationship among systems, subsystems and processes.
- EO 3-3 Identify elements of an extended system.
- EO 3-4 Explain the concepts of optimization/suboptimization.
- EO 3-5 Explain the importance of viewing an organization as a system.
- EO 3-6 Explain the importance of measures in the extended system.

Module 3-2 Psychology

- EO 3-7 Describe psychology as part of the System of Profound Knowledge.
- EO 3-8 Explain how differences and similarities of people affect work behavior.
- EO 3-9 Explain why working in teams is important quality improvement.
- EO 3-10 Explain what is involved in changing the culture of an organization.
- EO 3-11 Explain the definition of critical mass.

Module 3-3 Variation

- EO 3-12 Describe the concept of variation.
- EO 3-13 Explain the significance of the quality loss function.
- EO 3-14 Explain the importance of continuous improvement for reducing variation.
- EO 3-15 Describe the difference between common and special causes of variation.
- EO 3-16 Describe the difference between control limits and specification limits.
- EO 3-17 Describe the difference between stable and capable processes .
- EO 3-18 Explain who is responsible for taking action on common and special cause variation.

D. Course Learning Objectives (continued)

Course Enabling Objectives (continued)

Module 3-4 Knowledge

- EO 3-19 Explain the definition of the theory of knowledge.
- EO 3-20 Explain effective planning and decision-making approaches.
- EO 3-21 Explain that planning and decision-making require prediction.
- EO 3-22 Describe the importance of operational definitions.
- EO 3-23 Describe the Plan-Do-Check-Act (PDCA) cycle.
- EO 3-24 Explain how the PDCA cycle provides a method for continual improvement.

Module 4 - Fourteen Obligations of Management

- EO 4-1 Explain each of the Fourteen Obligations of Management.
- EO 4-2 Explain how the Fourteen Points are an application of the System of Profound Knowledge.

Module 5 - Basic Process Improvement Tools

- EO 5-1 Explain the purpose and uses of Process Improvement Tools.
- EO 5-2 Construct and apply Flowcharting, Brainstorming, Affinity Diagrams, Cause and Effect Diagrams, Nominal Group Technique (NGT), Multivoting, Check Sheets, Pareto Charts, and Run Charts
- EO 5-3 Describe Histograms and Control Charts.
- EO 5-4 Describe the importance of a Data Collection Plan.
- EO 5-5 Complete an exercise using the basic process improvement tools.

Fundamentals of Total Quality Leadership

Course Overview

Instructor Information

Lesson Outline

Instructor Information	O-1
VG-1 Course Overview	O-2
VG-2 Course Administration	O-3
VG-3 Course Mission Statement	O-6
VG-4 Course Terminal Objectives	O-8
VG-5 Course Structure	O-9
VG-6 Course Schedule	O-12
VG-7 DON Approach to Quality Management	O-13
VG-8 DON TQL Curriculum	O-15
VG-9 TQL Training Sequence	O-19

Lesson Objectives

Not applicable

Length of Instruction

This module takes approximately 2.5 hours

Methods of Instruction

Lecture and discussion

Media Required

Overhead projector, screen, chartpack, and felt-tip pens

Videotapes

None

Additional Readings

None

Fundamentals of

Total

Quality

Leadership

Course Overview

Fundamentals of Total Quality Leadership (FTQL)

Course Overview

We will discuss administrative items, the course mission statement, course objectives, course structure and schedule, and the TQL curriculum.

Course Administration

- ◆ **Administrative Items**
- ◆ **Course Materials**
- ◆ **Class Introductions**
- ◆ **Course Expectations**
- ◆ **Class Ground Rules**
- ◆ **Pre-Course Assessment**

Course Administration

Show this viewgraph during welcoming remarks and when providing general course information to the class.

◆ **Administrative Items**

If you have not already done so, tell the students about matters such as:

- Class starting and ending times, and breaks during the course
- When to expect lunch breaks and where students can get lunch
- Location of the restrooms, phones and numbers
- How students can get emergency messages
- Procedures for filling out an attendance sheet, if needed

This information can be posted in the classroom for easy reference during the course.

◆ Course Material

Ask students to write their names on stand-up name tags. Students can place these tags in front of them on the tables during the course. If the name tags are clearly visible, everyone will learn each others' names more easily.

Describe some features of the student guides and help students become familiar with its organization. For example, tell them each viewgraph appears in their guide, so they won't have to write down that content. Also, have them review the appendices at the back of the guide.

Suggest students keep notes in the margins provided. Remind them that if they write anything that might help them understand or remember an idea, the book will become a more valuable resource for them in the future. Recommend that they keep these books after the course is completed to use as a reference.

Tell the students you would like them to be actively involved in the course. Most of this course is presented in lecture/discussion format and videotapes and exercises supplement several lessons.

Tell the students they will be asked to discuss ideas presented in class. Much of the benefit from the course will come through their participation in these discussions. Encourage them to ask questions about points that are not clear. Say that active participants in the course can make the ideas presented their own. This will make their future jobs a bit easier when it is time to apply TQL.

Finally, tell them it is important to attend all class sessions. The course introduces many basic ideas of TQL that will guide their future TQL education.

◆ Class Introductions

There are many approaches to introducing students in a course. Some take quite a bit of time, and others are shorter. Use one that follows or use your own exercise.

- a. Have students introduce themselves individually, including their command, their TQL background, and their goals and expectations for the course.

- b. Depending on available time, group students in two's or three's and ask them to spend five minutes getting to know each other. Tell each student to choose someone to introduce to the class. Or, if time permits, pair the students and have them introduce each other.

Encourage students to answer the questions you list on the chart pack or on the overhead. Tell them not to limit themselves to those items, and any personal information they may want to share is fine. On the chart pack, list items such as:

- Name/Rate
- Command/Position
- Years of service
- TQL background
- Personal interest item

- c. If the people in the group already know one another, such as a group that works together in the same command, ask them to introduce themselves and tell the group something about themselves others may not already know. You can still ask them to talk about their goals and expectations for the course.

Congratulate people on their presentations and possibly lead the class in applause after each presentation.

◆ **Course Expectations**

For all the above approaches, you can record the student goals and expectations on a chartpack during the introductions. Keep this list posted on the wall during the course. Also, you can refer to this list after the course is completed to discuss which goals and expectations were met, and which were not met.

◆ **Class Ground Rules**

Brainstorm a list of acceptable ground rules or class norms. Discuss and reach agreement on the list. Record on chart pack and post in the classroom.

◆ **Pre-Course Assessment**

The purpose of this assessment is to evaluate the knowledge level of those attending the course. It is one of the measurement tools used to evaluate the course and to assess where training might need to be improved.

Course Mission Statement

To provide the student with a basic understanding of Total Quality Leadership principles and techniques that lead to improving mission performance and readiness.

Course Mission Statement

To provide the student with a basic understanding of Total Quality Leadership principles and techniques that lead to improving mission performance and readiness.

This course is designed to provide a fundamental look at the what, how, why, when, and where of Total Quality Leadership.

Definitions and concepts are endorsed by senior leaders in the Department of the Navy (DON).

The definitions and concepts in this course have been endorsed by senior leaders in the DON beginning with the Executive Steering Group (ESG) which sponsored the initial development. The definitions and concepts were developed specifically for the DON based on W. Edwards Deming's approach to quality. They provide you with a common Total Quality Leadership (TQL) language for communicating within your organization and throughout the DON.

Application of the "total quality" concept to improve products and services is becoming recognized as important to business survival and the growth of our nation. As a discipline, TQL in the DON began in 1983. The application of this approach to leadership and management can be expected to evolve.

This course is consistent with Senior Leader's Seminar.

The *Senior Leader's Seminar* (SLS) was developed for senior leaders as they rotate into their new command assignments. The seminar is consistent with this *Fundamentals of Total Quality Leadership* (FTQL) course and other Department of the Navy Total Quality Leadership courses. The same basic concepts that you are learning in this FTQL course are also taught in the *Senior Leaders Seminar*. Both courses are overviews or introductions to TQL theory and practice.

Course attendees will form the “critical mass” within their organizations and the DON.

You have been identified by your command as having a direct role in implementing TQL in your organization. You are part of a select group of people within the Department of the Navy, known as the **critical mass**, that will lead the Navy and Marine Corps in the implementation of TQL. The **critical mass** is defined as people in an organization who have enough knowledge, power, and leadership to initiate and sustain a cultural change.

You will be involved in initiating and sustaining a cultural change or transformation in your organization. In this course, you will learn more about the meaning of the term “critical mass” and your role in this transformation.

The first step in implementing TQL is education. You are starting your education with this course, *Fundamentals of Total Quality Leadership*.

Course Terminal Objectives

By the end of this course the student will be able to:

- #1 - Explain the DON quality approach**
- #2 - Describe the quality improvement team structure**
- #3 - Describe the System of Profound Knowledge**
- #4 - Explain the Fourteen Obligations of Management**
- #5 - Identify, construct and apply basic process improvement tools**

Course Terminal Objectives

The purpose of the *Fundamentals of TQL* course is to enable you to understand the basic concepts of Total Quality Leadership. Our purpose here is to introduce you to the concepts, principles, and methods of TQL. We want to show you their importance and usefulness to your future work in the Department of the Navy (DON).

By the end of this course you will be able to:

- TO #1 - Explain the DON quality approach
- TO #2 - Describe the quality improvement team structure
- TO #3 - Describe the System of Profound Knowledge
- TO #4 - Explain the Fourteen Obligations of Management
- TO #5 - Identify, construct, and apply basic process improvement tools

Course Structure

- ◆ Course Overview
- ◆ Module 1 - DON Quality Approach
- ◆ Module 2 - Quality Improvement Teams
- ◆ Module 3 - System of Profound Knowledge
- ◆ Module 4 - Fourteen Obligations of Management
- ◆ Module 5 - Basic Process Improvement Tools
- ◆ Course Summary

Course Structure

Here is a brief look at the course. The course has this overview, five modules, and a summary.

◆ Course Overview

The overview introduces this course of instruction and covers such topics as: Mission Statement, Learning Objectives, Course Structure, Course Schedule, TQL Curriculum Overview and Training Sequence

◆ Module 1 - DON Quality Approach

This module will explore some different ways quality has been defined in the past and discuss how quality can be applied to government service. You will be introduced to the **chain reaction** for quality improvement. You will learn how this chain reaction is set in motion by a leadership and management approach that allows us to produce quality products and services at reduced cost. You will see how this chain reaction relates directly to managing our organizations as systems. You will see how quality relates to processes and the methods for achieving quality. The lesson will end with the Department of the Navy's definition of Total Quality Leadership. We will discuss why the pursuit of quality is important for the DON.

◆ Module 2 - Quality Improvement Teams

This module covers the DON team approach to managing quality. The role and responsibilities of the different teams are covered as well as the specific support roles required for implementing Total Quality Leadership in your command.

◆ Module 3 - System of Profound Knowledge

This module will cover the four interrelated parts of the **System of Profound Knowledge: (1) systems, (2) psychology (3) variation, and (4) knowledge**. Dr. Deming said that, to begin to practice quality leadership, you must understand how these four parts contribute to understanding an organization as a system and how to improve the quality of this system.

Lesson 1, Systems, will introduce you to the System of Profound Knowledge and look at one part - the behavior of systems. You will learn about the relationship between a systems approach and improving quality.

Lesson 2, Psychology, will look at why it is important to understand the similarities and differences of people. You will learn what we mean by the **critical mass**. This lesson also will explore why working in teams is essential, why adopting a total quality approach requires us to transform the culture of our organization, and why leaders have a new job in a total quality organization.

Lesson 3, Variation, will explain the importance of understanding variation - what it is and its effect on processes. You will learn about Dr. Walter Shewhart's contributions to managing process variation. From this, you will see there are two ways of classifying variation, and you'll learn who is responsible for taking action to reduce process variation. Lesson 3 includes the Red Bead Exercise, which demonstrates many concepts that are important to this course.

Lesson 4, Knowledge, will look at the importance of prediction and theory in quality improvement. You will learn how the scientific method is applied to process improvement, and you will see how this relates to continual improvement of quality.

◆ **Module 4 - Fourteen Obligations of Management**

This module introduces Dr. Deming's "Fourteen Obligations of Management." These concepts are the basis for applying the System of Profound Knowledge. You also will see how these concepts or obligations relate to Deming's System of Profound Knowledge.

◆ **Module 5 - Basic Process Improvement Tools**

This module will introduce you to a variety of tools used in the Plan-Do-Check-Act (PDCA) cycle. Some tools are for planning and others are for improving processes.

◆ **Course Summary**

By the end of this course, you should understand that TQL, for the Department of the Navy, is a new approach to doing business and requires new knowledge and actions.

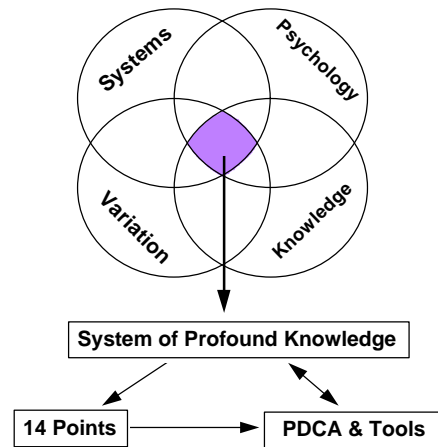
Course Schedule

◆ Monday	Overview	2.5 Hrs
	Module 1	4.5 Hrs
◆ Tuesday	Module 2	2.5 Hrs
	Module 3-1	2.0 Hrs
	Module 3-2	3.0 Hrs
◆ Wednesday	Module 3-3	3.5 Hrs
	Module 3-4	1.5 Hrs
	Module 4	2.5 Hrs
◆ Thursday	Module 5	7.0 Hrs
◆ Friday	Process Tamer	4.0 Hrs
	Summary	2.5 Hrs

Course Schedule

This is the recommended course schedule and the time required for each module of instruction. Times are guidelines and may be adjusted accordingly depending on the level of knowledge of students, amount of class participation and discussion, and any other command requirements or commitments.

DON Approach to Quality Management



DON Approach to Quality Management

This diagram illustrates the DON approach to quality management. This course is built around this approach, which has been adopted from the Deming approach to quality management. You will see this viewgraph at the beginning of each module as a way of introduction. It shows how the modules relate to one another.

W. Edwards Deming was an internationally renowned consultant on statistical quality control whose work helped the Japanese recover from World War II to become world leaders in quality and productivity. In the past 15 years the United States has become more aware of Deming and his contributions.

TQL is based on Deming's management approach. The DON selected this approach because it:

- "emphasizes leadership responsibility, and
- offers us a systems approach to managing work and leading people."

"TQL, as practiced in the DON, is based largely on Deming's principles and methods, but was developed to address the Department's unique requirements" (Dockstader, 1992).

The DON's approach to quality management has three elements:

- The **System of Profound Knowledge**
- The use of the scientific method known as the **Plan-Do-Check-Act (PDCA) cycle** for process improvement
- The **Fourteen Points** , also known as the obligations of management

The **System of Profound Knowledge** is the basis of Deming's approach to quality management. The **Plan-Do-Check-Act (PDCA)** cycle is a scientific method for gaining knowledge based on data. The two-way arrow between the System of Profound Knowledge and the PDCA cycle represents the growth of knowledge obtained from using the cycle. You will learn about basic process improvement tools in Module 5. They assist us throughout the PDCA cycle.

The **Fourteen Points** or obligations of management are an application of the System of Profound Knowledge. They describe what leaders and managers must do to practice total quality. They grew out of Deming's realization that statistical methods alone were not enough to achieve and sustain quality in industry. Over the years the fourteen points were developed and refined as a management approach that is consistent with statistical methods to overcome failure and achieve reform and success.

This course will introduce you to the quality management approach. Each lesson will focus on (or be an outgrowth of) an element on this viewgraph. By the end of the course, we are confident that you will have a good understanding of the individual elements and how they relate to one another.

DON TQL Curriculum

- ◆ **Senior Leaders Seminar (SLS)**
- ◆ **Fundamentals of TQL (FTQL)**
- ◆ **Implementing TQL (ITQL)**
- ◆ **Team Skills and Concepts (TS&C)**
- ◆ **Methods for Managing Quality (MMQ)**
- ◆ **Systems Approach to Process Improvement (SAPI)**

DON TQL Curriculum

These courses are offered as part of the DON TQL curriculum. The courses have evolved over the past years and are continuously improved and updated based on fleet and other major stakeholder input, command survey data, site visits and consultations, and instructor and student feedback. In addition to being “navalized” and streamlined, the current courses are shorter, more practical, and better integrated with other Navy and Marine Corps TQL training. The senior leaders of the DON will continue to evaluate the effectiveness of these courses in meeting DON TQL education and training requirements.

The command's leader is responsible for providing the necessary resources for members of the critical mass to obtain the education and training required to carry out TQL team activities and responsibilities.

◆ Senior Leader's Seminar (SLS)

Attendance is required for:

- Flag and general officers (O-7 and above), and senior executive service (SES) civilians;
- The command leader and prospective command leaders, organization commanders and commanding officers (O-5 and above)
- Executive and prospective executive officers, officers in charge (O-5 and above) and equivalent civilians. (GS/GM-13 & above).

This 4-day seminar is the only TQL course **specifically designed for the senior leader** of a command. It is not, however, the only course senior leader's should attend. TQL education and training is a process -- it never ends. Once the TQL Coordinator and Quality Advisors have attended the recommended TQL training, additional education and training can be provided by them.

The *SLS* is considered an **end-user course** because it is only taught by the NLTU *SLS* instructors. It is also the only TQL course that exclusively addresses the senior leader's responsibilities for beginning the transformation, and the only course to provide a comprehensive written description of the DON approach to total quality in the form of the *SLS Guide*.

◆ Fundamentals of Total Quality Leadership (FTQL)

As a train-the-trainer course: TQL Coordinator and Quality Advisors. TQL Coordinators and Quality Advisors are taught the content and also how to present this course to members in their own command.

As an end-user course: All leaders and managers of a command, as well as all quality improvement team members who have not previously attended *SLS*. The TQL Coordinator and Quality Advisors may present *FTQL* in its entirety at their command, or they may present the material in a series of modules or lessons.

This **general education** course describes the basic concepts and principles of TQL. It provides a broad overview of topics covered in more detail in the rest of the DON TQL curriculum. No materials can provide a step-by-step cookbook for beginning a quality transformation. Since an understanding of the total quality concept is important in getting started, this course begins your education. The course provides you with the fundamental concepts, the definitions, and the Department of the Navy's Total Quality Leadership approach.

Note: The command's leader should work closely with the TQL Coordinator to ensure the *FTQL* course taught within the command is consistent with the senior leader's and ESC's expectations. Without such interaction, it is not unusual for there to be costly disconnects between expectation and reality.

◆ **Implementing Total Quality Leadership (ITQL)**

As an end-user course: TQL Coordinators.

This **end-user course** is designed to prepare the TQL Coordinator to advise and assist senior leaders in initiating a quality transformation. It presents, in seminar format, the DON approach to initiating quality management activities. It discusses transformation issues such as managing cultural change, conducting organizational assessments, organizing for change, developing implementation plans, process management activities, and providing education and training to support TQL implementation.

The *ITQL* course covers many of the same topics as *SLS*, such as how to get started in process management, and focuses on those actions in a very practical way through hands-on exercises and job aids.

◆ **Team Skills and Concepts (TS&C)**

As a train-the-trainer course: TQL Coordinators and Quality Advisors. TQL coordinators and quality advisors are taught how to teach, guide, facilitate and assist quality improvement teams in their own command.

As an end-user course: Members of ESCs, QMBs, and PATs. The TQL Coordinator and Quality Advisors provide this course to teams within their own command to enable team members to work together effectively. The material can be presented as just-in-time training or as a complete course.

This course covers the dynamics of how groups of people become effective teams and how effective teams function. Topics include: team development and dynamics; characteristics of successful teams; communication skills; decision making; roles of the team leader, quality advisor and facilitators; and documenting progress and results of process improvement efforts.

◆ Methods for Managing Quality (MMQ)

As a train-the-trainer course: TQL Coordinators and Quality Advisors. TQL Coordinators and Quality Advisors are taught how to teach, guide, and assist quality improvement teams to manage quality.

As an end-user course: ESC and QMB members. The TQL coordinator and quality advisors provide the ESC, QMBs, and work centers with training in process management. The material can be presented as just-in-time training or as a complete course.

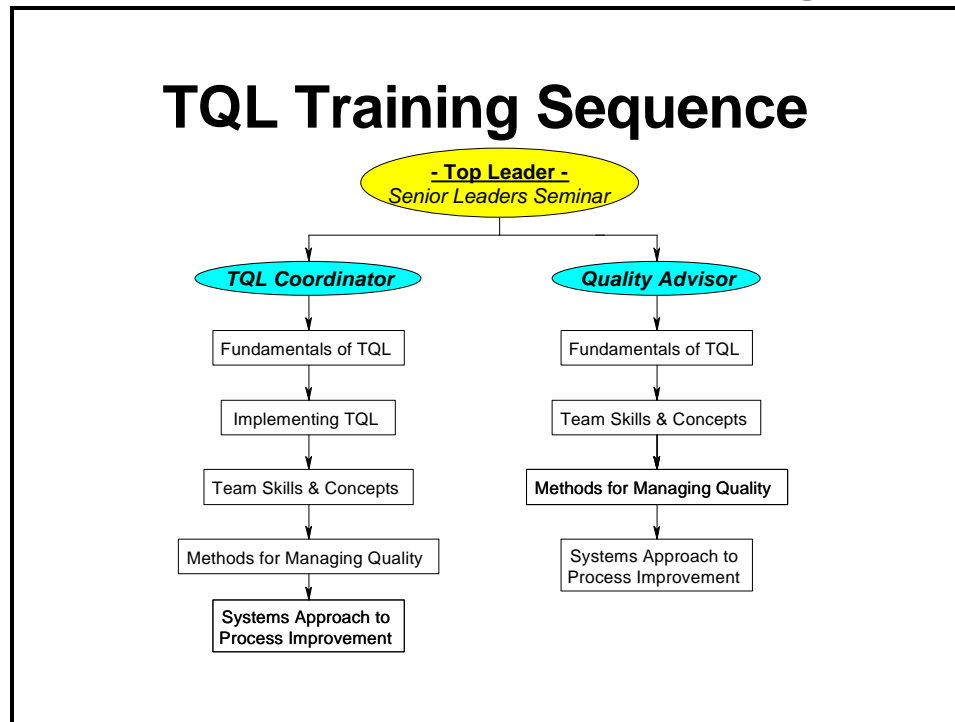
This course is designed to prepare quality improvement teams and functional area managers (work-center supervisors) to manage their processes. There is a heavy emphasis on the use of the seven management and planning tools that are useful during the Plan phase of the PDCA cycle.

Course topics include: identifying customers and their requirements, identifying processes critical to meeting customer needs, forming and clarifying the purpose of the QMB, comparing process performance with customer needs, streamlining and standardizing the way processes are performed in preparation for collecting baseline data, identifying process measures, planning for and making initial process improvements, and transitioning to ongoing process management.

◆ Systems Approach to Process Improvement (SAPI)

As an end-user course: TQL Coordinator and Quality Advisors.

This **end-user course** gives TQL Coordinators and Quality Advisors the knowledge and skills required to advise and assist teams in applying quantitative methods and tools to process improvement. These tools are presented in the context of an extended customer-supplier system model. Quality Advisors then teach, coach, and assist QMBs and PATs with their process improvement activities. The TQL Coordinator assists the ESC.



TQL Training Sequence

This describes the recommended training sequence of the courses. The courses generally build upon each other. It is preferable to attend the training in this sequence, but depending on operational commitments, logistical issues, and your own training and education plan, the order of attendance might not follow this sequence. It is important to get all of the training you can to increase your own personal and professional development.

Instructor Direction: It is optional to show a current video or review a formal statement from DON leadership on TQL in the DON. No specific videos, articles, messages, etc. are included at this point in an effort to keep this course current and fresh. As you obtain current and relevant information, this might be an appropriate place to share with the students.

Note: There have been videos released by former CNOs and CMCs that address TQL.